



Remote Learning Plan
January 2021

Remote education provision: information for parents

This information is intended to provide clarity and transparency to pupils and parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home.

For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Initially the remote learning will consist of paper-based activities that have been planned as part of our normal home learning offer. Home Learning is accessed via each class' Google Classroom for Key Stage 1 and via Tapestry for Reception. At the beginning of the spring term 2021, for example, this covered our Vision and Values days that we had already planned for in school that week, as well as the home learning that had already been loaded onto the relevant learning platform. Reading and, where relevant, keyword practice is a daily activity that should be undertaken as part of this remote learning. Teachers will allocate books on Rising Stars Reading Planet on a weekly basis, instead

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

We teach the same curriculum remotely as we do in school wherever possible and appropriate. However, we have needed to make some adaptations in some subjects. These adaptations mainly refer to the resources used and/or needed to complete the learning so that we can ensure that the children are able to practice or have hands on experience of the concept being taught. For example, subjects where the concrete resources are not as easily available at home as they are in school. This may apply at times to maths, design and technology or art.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

	Year R	Year 1	Year 2
Number of areas of learning each day	3	4	4
Areas of learning covered	<ul style="list-style-type: none">• Phonics• Maths or Literacy• Wider curriculum	<ul style="list-style-type: none">• Phonics• Maths• English• Wider Curriculum	<ul style="list-style-type: none">• Phonics• Maths• English• Wider Curriculum
Length of the main teaching element	10mins	10-15mins	10-15mins
Independent/ supported activity	15-20mins	40-45mins	40-45mins
Storytime	Yes	Yes	Yes

This can be broken down further for Key Stage 1. Please note that timings are approximate and how long a child spends on an activity will depend on the way a child learns and accesses the learning.

	Year 1 2.5 hours	Year 2 3hours
Area of learning	Minutes	Minutes
ENGLISH Total (Broken down into areas below)	60	70/75
PHONICS	15	15
Main teaching	5	5
Follow up activity	10	10
WRITING	30	40/45
Main Teaching	10	10/15
Follow up Activity	20	30
READING/KEYWORDS	15	15
MATHS Total (Broken down into areas below)	50	50/55
Main teaching	10	10
Practical Activity	10	10
Mastery worksheet & Greater Depth Activity (where relevant)	20	20
Review	10	10/15
WIDER CURRICULUM Total (Broken down into areas below)	40	60
Main teaching	10	10
Follow Up activity	30	50

In addition to this, we will provide a 20 minute 'Time to Talk' session for each child per week. The aim of this is to engage and encourage children to participate in speaking & listening activities. These sessions will take place with the class teacher and children will be able to see their classmates who are at home or are in school.

Accessing remote education

How will my child access any online remote education you are providing?

For Key Stage we will be using Google Classroom to give children access to remote learning. Tapestry is used for Reception children to access their remote learning. There is also information and links on the Class Pages on the school website. We use Purple Mash, White Rose Maths and Rising Stars Reading Planet. The class home pages also provide an overview of the curriculum that will be covered during a half term.

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

We have sought funding to allow us to provide Chrome Books to children who do not have access to devices.

At the beginning of the spring term, we surveyed our families so that we would gain an understanding of the access they had to IT.

We identified families where there was greatest need and were able to provide Chrome books through donations

Where there has been little engagement with the remote learning we have contacted parents to see if lack of IT(amongst other things) was stopping them from accessing the provision.

We will and have provided printed copies of materials to parents if they did not have access to printers. We have also provided ideas and suggestions about how to carry out activities without having to print out materials.

Learning can be submitted to school by dropping it off in a named envelope in the lobby at the front of school.

If parents/families are struggling because of the lack of IT, they are encouraged to email the school office.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

We will use a range of approaches to teach the children remotely. These include:

Recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers, links to White Rose videos)

Commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequence

Worksheets and paper-based activities that are set on the on-line learning platform which children can download or complete on the screen

Demonstrations of practical activities that children can carry out at home to practice new concepts

Powerpoints created by the teacher with voice over or video incorporated of the teacher explaining the learning in focus.

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

We expect children to engage with the remote learning on a daily basis, completing all the core learning on the day that it is set.

Wider curriculum can be completed on a different day

All completed learning must be handed in on the day, in the case of the core learning, later in the week if it is wider curriculum learning

As pupils at our school are so young, they will need the support of an adult to access and participate in the learning. We expect parents & carers to set their own routine with regard to the 'school day'. We understand that parents are juggling so many things so we have designed our remote learning so that it can be accessed at a time convenient to the adults. This means they can plan around whether they are working from home, supporting other, older siblings or toddlers.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

We will record how much each child is engaging with the remote learning on a daily basis.

This means we are able to determine whether there is high/medium/low engagement depending on how many of the activities the children are completing and handing in.

The engagement can be checked in a variety of ways. Whether the materials set have been looked at, if materials have been downloaded and whether completed activities have been 'handed in'. In the case of Reception children, this principally relates to accessing the videos for example and whether parents submit observations or engage in communication with the class teacher.

If we are concerned about the engagement teachers will phone the parent/carer and see if there is any support that can be offered.

The teachers will compile a weekly report of engagement and the Headteacher will monitor these reports and call parents/carers if there is no increased engagement after the initial call from the teacher.

How will you assess my child's work and progress?

Teachers, particularly in Key Stage 1, will give feedback on most items of work submitted. As they would in school, they will give in depth feedback with next steps regularly. There will be daily feedback on work submitted to help keep engagement high. Some of this feedback will be via voice messages posted on the child's remote learning platform.

The teachers will read activities completed and submitted, use quizzes and observations from parents.

Teachers gain feedback from parents about the amount of support children have had to complete the tasks

In Key Stage 1 the children will be asked to assess how they found the learning. This will be done via google forms attached to selected pieces of work.

Using this information and the completed activity, teachers are able to assess whether children have met the learning objective (linked to the National Curriculum) and this will be fed back into the next set of planning.

In Reception, teachers will use the observations from parents & carers to assess against the Development Matters criteria.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

Children with additional needs

Where necessary and where we consider that a child will not be able to access the remote learning because of their needs, we will ask the child to attend school following the Government guidance.

For those children with additional needs remaining at home, challenges and individualised work is set for most areas of learning on the remote learning platform.

Teachers are aware of specific needs in their class and plan accordingly.

Teachers are available to talk through difficulties with the parents upon request.

We organise separate and individual Google Meets with parents and/or children who are finding the remote learning more challenging. As a result of this we have been able to adapt resources, and provide additional support and guidance for parents.

Reception & Year 1

As we are an Infant school, all our remote learning is focused at children of a younger age. We use our specialist knowledge of how infants learn to deliver our remote learning. In Reception, particularly, all tasks are introduced through via videos recorded by the teacher – there 3 per day and a story time recorded by the teacher or another familiar school adult. The aim is to keep the contact and focus to the learning.

For each year group, the remote learning develops the level of challenge and the strategies and the range of medium used to deliver the learning increases with each year group.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

If there is/are a child(ren) who are self-isolating then the remote learning will differ to that offered when a whole class/cohort or school are having to learn from home. The offer is described in our home learning policy but this is summarised below:

10- days of comprehensive home learning will be available for children on their class Google Classroom or Tapestry page. This will be paper based and linked to the learning that the children are completing in school. There will be no video recordings made by the class teacher but there will be access to other on-line learning resources. The class teacher will keep in touch via Google Classroom or Tapestry or a phone call once per week and give feedback on the learning completed and submitted.